

## Teacher's Notes for 7 to 11 year olds

### About Mobile Phone Crime

First the bad news. Each year, almost half a million phones are stolen in the UK. That's nearly 1400 phones every day. Nearly half of these victims are aged under 16.

The good news is that over 19 million people have already registered their phone and other possessions on a secure website at [www.immobilise.com](http://www.immobilise.com), and by doing so have not only got a record if their possession is lost or stolen but also this information is available to help police investigate mobile phone crime. The website also supports the UK mobile phone industry who ensure that over 80% of stolen phones are now disabled within 48 hours of their theft being reported to home networks. This makes the mobile phone useless to the buyer: they may work when sold by a thief for a few hours after being stolen, but they won't work the next day. By engaging with us your pupils and families can help keep the incidence of mobile phone theft down, and together we can Reduce the Appeal To Steal, especially in the younger age groups.

### How this resource supports your teaching

The materials available at [www.outofyourhands.com](http://www.outofyourhands.com) support the English, ICT, and Social and Emotional Aspects of Learning (SEAL) through the Personal Wellbeing strand of Personal, Social and Health Education (PSHE) and Citizenship for 7 to 11 year olds. Pupils can explore and reflect upon the risk, reaction, consequence and moral dilemma surrounding mobile phone theft using the online case studies, which provide a window into the lives of the victim, thief, and buyer involved in mobile phone crime. It is recommended that the downloadable Assembly is used to introduce pupils to the concept of mobile phone crime prior to whole class use and discussion of the online video clips. The downloadable activities for English and ICT provide a real and relevant focus for developing key objectives in these subject areas; looking at the importance of saying what you mean by exploring SMS text language and the process and vehicles of information exchange.

### Learning outcomes for ICT

- To consider the characteristics and purposes of information exchange
- Investigating and comparing the uses of ICT inside and outside school
- To gather, develop and exchange information

### Learning outcomes for English

- To express themselves correctly and appropriately and to read accurately and with understanding
- To talk effectively as members of a group
- To participate in a wide range of drama activities and to evaluate their own and others' contributions

### Learning outcomes for Citizenship and PSHE/PSE

#### Citizenship

- Consider social and moral dilemmas that they come across in life
- Where individuals, families and groups can get help and support

## Primary SEAL

- Theme 3: Say No to Bullying
- Theme 7: Changes

## Personal Wellbeing

- To recognise the different risks in different situations and then decide how to behave responsibly

## Using the materials online

What you will need:

- One or more copies of the downloadable PDF Assembly story
- Internet access to [www.outofyourhands.com](http://www.outofyourhands.com) (an Interactive Whiteboard is ideal)

Use the downloadable Assembly Story to introduce the topic of Mobile Phone Crime Safety. The Assembly follows the story of Ben and Dan, who through their experience help pupils to see the cyclical nature of mobile phone crime, providing a platform for discussion on how we can work together to help prevent it. Throughout the story there are 'reflection points'. If you are introducing the Assembly in class during circle time you may wish to pause at each reflection point to ask for the pupils' response to the issue raised. Alternatively, if you are using the Assembly with a whole year group or school, you may prefer to print out copies for staff to discuss the reflection points as a follow-up activity on their return to class.

Explore the situation:

- Remember that you may need to be sensitive towards any pupils who may have already been personally affected by mobile phone crime
- Use the video page of the website at [www.outofyourhands.com](http://www.outofyourhands.com) to explore videoed personal accounts of victims, thieves and buyers
- Discuss issues with your class. How do the victims feel? The thieves? The buyers?
- Recognise the influence of peer pressure in effecting pupils decisions, relate back to the Assembly
- Explore why taking things which don't belong to you is wrong. Discuss the consequences  
N.B. Not all your pupils will have a mobile phone already, but those who don't will most certainly aspire to have one, so should be encouraged to participate on this basis.

## Play Phone Stealer

Although a fun activity, this game is representative of the number of phones stolen every hour and should be used to highlight the risk and the fact that anyone could be involved in the mobile phone crime loop. This will help reinforce the key safety messages during the plenary. The game is played exactly the same as 'wink murderer', where a pupil is chosen as the police detective and leaves the room whilst the phone stealer is chosen. On their return all pupils will be standing in a circle and the identity of the phone stealer will be known to everyone except the pupil chosen as the police detective. This pupil then stands in the middle of the circle and tries to identify the phone stealer, who will wink at individuals around the circle to indicate he/she has stolen their phone. These pupils can respond by shouting 'oh no, my phone' and placing their hands either side of their head. The police detective must catch the phone stealer winking before everyone in the circle has their hands on their

head. When the police detective thinks they know who the phone stealer is they point at them and shout STOP IT! BLOCK IT! IMMOBILISE!

### Using the materials Online

The English resource materials for 7 to 11 year olds available to download consist of:

- 'What are you trying to say?' – downloadable series of activities exploring the importance of clear communication and the context of language
- Code Breaker – A photocopiable fun activity that gets pupils to use their language skills to solve a text message based problem

These activities can be used independently of one another or as a series of linked sessions to suit your pupils and the time available.

### 'What are you trying to say?'

Presenting a number of whole class, group and paired activities, the 'What are you trying to say?' download challenges pupils to look at language and consider how tone, context and vocabulary change the meaning of what they say or write.

The activities support the cross curricular delivery of PSHE/PSE key objectives:

- To resolve differences by looking at alternatives, making decisions and explaining choices and that their actions affect themselves and others,
- To care about other people's feelings and to try to see things from their points of view

As well as the Drama strand of the Speaking and Listening curriculum.

### Code Breaker

This fun, practical activity gets pupils working together, communicating in order to problem solve through active sentence building and SMS code cracking to deliver messages against the clock to the right recipient.

### Using the downloadable ICT resource materials

The Information Exchange ICT resource for 7 to 11 year olds is supported by the following downloads:

- Traditional Information Exchange – Information and worksheet for exploring face-to-face communications and letter writing as a method of information exchange
- Information Exchange Online – Information and worksheet for exploring the internet as a method of information exchange
- Mobile Information Exchange – Information and worksheet for exploring mobile phones as a vehicle of information exchange
- Information Exchange Challenge – Quick Fire consolidation quiz providing opportunities for pupils to apply what they have learned

### Information Exchange

- 1) Begin by brainstorming methods of exchanging information as a class, noting pupil responses for further discussion. If there is time explore the reason why so many different forms of information exist and the value of using different methods for different circumstances.
- 2) Introduce pupils to the Information Exchange worksheets and challenge them in groups to find out more about each using their own experience, views of others, ICT and other available secondary sources e.g. school library.

- 3) Groups orally present back the information they have acquired about their method of information exchange to the class. (N.B. You may wish to record key points as bullet points on the interactive white board, which can be printed out for the class to stick in their books after the lesson.) Peer evaluate information presented using your usual method.
- 4) Finally, use the Information Exchange Challenge to test pupils' knowledge. The Information Exchange Challenge presents 10 scenarios to which pupils must respond with; face-to-face, by post, by email, phone call or text. Pupils can indicate their responses in a number of ways e.g. orally, agreed physical actions - voting on suggestions, or writing answers on a sheet. If you've got space, pupils could even show their response by moving to a designated area of the classroom. However you choose to organise it, the value of learning comes in the justification for pupil's answers. For some scenarios there is more than one possible answer, others are clearly more appropriate to a single method.

## Curriculum Links England

### Personal, Social and Health Education and Citizenship KS2

#### Developing confidence and responsibility and making the most of their abilities

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

#### Preparing to play an active role as citizens

- To research, discuss and debate topical issues, problems and events
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- To reflect on spiritual, moral, social, and cultural issues, using imagination to
- Understand other people's experiences

#### Developing a healthy, safer lifestyle

- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

#### Developing good relationships and respecting the differences between people

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- Where individuals, families and groups can get help and support.

#### Breadth of opportunities

During Key Stage 2, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- Take responsibility
- Feel positive about themselves, and participate
- Make real choices and decisions
- Meet and talk with people
- Develop relationships through work and play
- Consider social and moral dilemmas that they come across in life
- Find information and advice

## KS2 English

### Speaking

- Use vocabulary and syntax that enables them to communicate more complex meanings
- Gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects]
- Choose material that is relevant to the topic and to the listeners
- Show clear shape and organisation with an introduction and an ending
- Speak audibly and clearly, using spoken standard English in formal contexts

### Listening

- Identify the gist of an account or key points in a discussion and evaluate what they hear
- Respond to others appropriately, taking into account what they say Group discussion and interaction
- Qualify or justify what they think after listening to others' questions or accounts
- Take up and sustain different roles, adapting them to suit the situation,
- Use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

### Drama

- Create, adapt and sustain different roles, individually and in groups
- Use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
- Use dramatic techniques to explore characters and issues [for example, hot seating, flashback]
- Evaluate how they and others have contributed to the overall effectiveness of performances

### Reading strategies

- Phonemic awareness and phonic knowledge
- Word recognition and graphic knowledge
- Knowledge of grammatical structures
- Contextual understanding

### Reading for information

- Scan texts to find information
- Skim for gist and overall impression
- Obtain specific information through detailed reading

## KS2 ICT

### Finding things out

- To talk about what information they need and how they can find and use it Exchanging and sharing information
- How to share and exchange information in a variety of forms, including e-mail
- To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information

## National Curriculum links - Wales

### Personal and Social Education Framework for 7 to 19 year olds KS2 Personal and Social Education

#### Skills

##### Developing Thinking

- Identify links between cause and effect
- Distinguish between 'facts', beliefs and opinions
- Form personal opinions and make informed decisions
- Use appropriate techniques for personal reflection

##### Developing Communication

- Listen carefully, question and respond to others
- Express their views and ideas confidently through a range of appropriate methods
- Contribute to class discussions and take part in debates

#### Range

##### Active Citizenship

- Develop respect for themselves and others

##### Health and Emotional Well-being

- Take increasing responsibility for keeping the mind and body safe and healthy
- Feel positive about themselves and be sensitive towards the feelings of others
- The range of their own and others' feelings and emotions
- The importance of personal safety
- What to do or to whom to go when feeling unsafe

##### Developing ICT

- Find and develop information and ideas
- Create and present information and ideas
- Use ICT safely with appropriate support and guidance

##### Moral and Spiritual Development

- Explore their personal values
- Be honest and fair and have respect for rules, the law and authority
- That people differ in what they believe is right and wrong
- That personal actions have consequences

##### Working with Others

- Work cooperatively to solve problems
- Resist unwanted peer pressure and behaviour
- Empathise with others' experiences and feelings
- Manage different emotions and develop strategies to resolve conflict and deal with bullying
- Ask for personal support and advice

## Improving Own Learning

- Develop practical skills for everyday life

## KS2 English

### Skills: Oracy

2. Identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk
3. Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener
7. Evaluate their own and others' talk and drama activities and develop understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations

### Range: Oracy

3. Communicating for a range of purposes, e.g. presenting information, expressing opinions, explaining ideas, questioning, conveying feelings, persuading
4. Speaking and listening individually, in pairs, in groups and as members of a class
5. Using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate
7. Increasing their confidence in language use by drawing on their knowledge of English, Welsh and other languages
8. Engaging in activities that focus on words, their derivation, meanings, choice and impact

### Skills: Reading

3. read in different ways for different purposes, including:
  - Skimming, scanning and detailed reading
  - Using prediction, inference and deduction
  - Distinguishing between fact and opinion, bias and objectivity in what they read/view
5. Consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language, and be able to select evidence to support their views

## KS2 ICT

### Skills: Find and analyse information

1. Discuss the purpose of their tasks, the intended audiences and the resources needed
2. Find information from a variety of sources for a defined purpose
3. Select suitable information and make simple judgements about sources of information

### Range: Find and analyse information

- Use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3
- Players, mobile phones, PDAs
- Use ICT sources of information and non-ICT sources of information
- Evaluate their work and learning
- Discuss new developments in ICT and the use of ICT in the wider world

## **Create and Communicate Information**

3. Share and exchange information safely through electronic means, e.g. use of e-mail, virtual learning environments

## **Health, safety and child protection**

Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities, e.g. the importance of not disclosing personal details to strangers. They should be able to follow instructions to minimise risk to themselves and others.

## National Curriculum links - Scotland

### Scottish Curriculum for Excellence

#### First and Second

##### **Health and Wellbeing; Mental, emotional, social and physical wellbeing.**

Experiences and Outcomes

Mental and Emotional Wellbeing HWB 1-04a, 1-06a, HWB 2-04a, 2-06a

Social Wellbeing HWB 1-09a, 2-09a

Physical Wellbeing HWB 1-16a, 1-17a, HWB 2-16a, 2-17a

#### **Languages: Literacy and English**

Experiences and Outcomes

Listening and Talking

Tools for Listening and Talking LIT 1-02a, ENG 1-03a, LIT 2-02a, ENG 2-03a

Finding and Using Information LIT 1-06a, LIT 2-06a

#### **Expressive Arts: Drama**

EXA 1-13a, 1-14a, 1-15a; EXA 2-13a, 2-14a, 2-15a

#### **Technologies**

Technological developments in Society TCH 1-01a, 1-01c, TCH 2-01b

ICT to enhance learning TCH 1-04a, 2-04a